



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Students of Anglo-Saxon now have at their service three separate editions of the Riddles published within five years and representing three different series of Texts,—and there is room for each one of them. Trautmann's edition has been put into shape with a view to serve as a basis for seminar exercises. It seems well adapted to that purpose.

FR. KLAEBER.

University of Minnesota.

A Spanish Grammar for Beginners. By M. A. DeVITIS. Boston: Allyn and Bacon. 1915.

The present great war raging beyond the seas has already caused a great number of readjustments in human affairs: not the least among these is the extraordinary stimulus given to the study of Spanish. Colleges that two years ago had from fifteen to twenty-five students in first year Spanish now enroll in the same classes two and three hundred. Moreover, any number of high schools are introducing Spanish because of local demand, and the classes are decidedly popular. The sudden breaking off of all commercial intercourse between Germany and South America made the United States the fitting country to take the place of the former. The commercial possibilities thus opened create a demand for a practical knowledge of Spanish, altho it is a question whether the demand is sufficient to encourage greater interest, or even as much as is now displayed.

To meet this very situation, Professor M. A. DeVitis of the St. Louis High Schools, has published a grammar that is both practical and attractive. Altho there have been two or three other excellent grammars previously in use, this book has peculiar merit in that it is divided into lessons of the proper length, of proper gradation, and yet is sufficiently complete, tho not overburdened as are some of its predecessors. Of the fifty lessons, every seventh is a review, making forty-three distinct divisions in the treatment of the various parts of grammar. A commendable point is the full treatment (in seven lessons) of the subjunctive, the greatest stumbling-block for the beginner in Spanish: the usage also of the prepositions, *por*, *para*, *a*, *de*, *con*, is treated in greater detail than is usual.

The sentences at the end of each lesson illustrate excellently the grammar rules of that lesson, but the suggested conversational questions after the exercises far too frequently incorporate the interrogatives *¿no?*, *¿verdad?*, and *¿no es verdad?*, allowing the student to reply by simply saying *sí* or *no* and repeating the words of the teacher. This would not be objectionable for the earliest lessons, but later it is far too mechanical: a revised edition should certainly be remedied in this part on which rests one of the principal claims of the grammar to being practical. It should be noted, however, that the questions are merely suggestive and not exhaustive, as stated in the preface.

Attractiveness is given the book by some twenty full-page halftones of prominent buildings in Spain and Spanish America, as the Alhambra at Granada, the Giralda in Seville, the Cathedral in Mexico City, the Plaza Mayo in Buenos Aires. Brief descriptions of these in the text give life to the reading as well as illustrate the grammatical rules. Another worthy point is the placing of a *proverbio* or *dicho popular* at the heading of each lesson.

Among other agreeable features of Mr. DeVitis' book is the inclusion of 119 "*frases para la clase*," immediately after the satisfactory introduction, which contains the usual explanations as to pronunciation, punctuation and capitalizing; and also the writing of the review lessons in Spanish, with questions in Spanish based thereon.

The appendices contain full paradigms of the regular and irregular verbs, discussions of social and epistolary usages, and a rather brief (perhaps too brief) treatment of the augmentatives and diminutives. In addition, there is a sixteen page appendix explaining Spanish commercial terms and illustrated by model business letters. This latter feature is decidedly a practical one and worthy of the claim made for it by the author.

The vocabulary contains primarily words of common, everyday usage, the knowledge of which is important also to the person who is studying Spanish simply for the purpose of reading the literature. A criticism at this point would be that all words listed in the individual lesson vocabularies should be included also in the general vocabulary at the end of the book, especially if the word is repeated in lessons following the vocabulary in which it was first introduced.

In a recent complete study of the grammar with a college class, the following mistakes in proof-reading were noted:

P. 9: omission of *and uncle* at end of sentence 18. P. 45: *Haber* for *Hacer* in title of §67. P. 51: omission of accent on *Este* in second sentence under (*d*). P. 52: under section (*i*), a comma should be inserted at end of second line, and 'a' after 'or' in third line. P. 78: in the vocabulary under *el tabaco*, 'estanco' should be black face type. P. 88: in the paradigm for the future of *hablar*, accent over *i* instead of *e*. P. 119: in the vocabulary the reference after *parecer* should be (§118, e) instead of (§118, j). P. 122: *algódon* should be *algodón*, in the vocabulary. P. 124: *to* omitted as infinitive sign in last idiom in §163. P. 129: *interesantísimas* should be '*interesantísimas*.' P. 150: *was* for *is* in sentence 11. P. 151: period for question mark in second illustrative sentence under §191. P. 153: in vocabulary, *arquitectónica*, *a* for *arquitectiónico*, *a*. P. 182: *visitimos* for *visitamos* in first example under (*c*). P. 195: *hacienda* for *haciendo* in first sentence under (*c*). P. 197: *cuesta* for *costó*.

As Mr. DeVitis frankly says in his preface, some grammatical explanations are stated in terms meant for beginners who may have forgotten their English grammar. This is unquestionably a justifiable attitude, altho a recent study of French, or Latin, or of both is generally presupposed in college classes. But three grammatical statements seem to lack clearness: § 98 (p. 68) would imply that *querer*, *poder*, etc., are used only in the imperfect whereas, of course, they are given a few pages later with their preterite forms; p. 109, "*Ciento* agrees in gender with the following noun" is not a happy expression, as the reference is only to usage with plurals; p. 147, the first part of § 188 seems to repeat that of § 187.

GUY E. SNAVELY.

Allegheny College.

CORRESPONDENCE

TWO SOURCES OF THE *Tragicomedia alegorica del parayso y del infierno*¹

It has been pointed out elsewhere² that the principal source of the *Tragicomedia* is the *Auto da Barca do Inferno* of Gil Vicente. Certain passages in the Spanish play, however, indicate that the

¹ The references to the *Tragicomedia* are to the edition in Cronan's *Teatro español del siglo xvi*, Madrid, 1913; those to the *Barca* are to the edition in vol. I of Vicente's *Obras*, Lisbon, 1843.

² *Modern Philology*, March, 1916, pp. 669-680.